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ABSTRACT

In its first year, the Cooperative Work-Study Program for Bilingual Students offered full and partial programs of bilingual instruction and career exploration, as well as supportive services, to 160 students at Evander Childs High School, Bronx, New York. Full program students spoke Spanish at home and in the community; partial program participants spoke various native languages including Arabic, Khmer, Chinese, French, Greek, Haitian, Creole, Korean, Persian, Spanish, Urdu, and Vietnamese. The program goal was to develop students' proficiency in English and to increase their career awareness. In addition to English as a second language, native language instruction, and content-area instruction, program students attended career education lessons and activities each semester. Title I and Chapter 1 funds supported these as well as other program activities, including guidance and academic counseling, guest lectures, field trips, staff development, a parent advisory committee, and work experience activities. Analysis of student achievement indicated that both curriculum and career information objectives were met by program participants. (GC)

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EVANDER CHILDS HIGH SCHOOL

COOPERATIVE WORK-STUDY PROGRAM

FOR BILINGUAL STUDENTS

1982-83

OEE Evaluation Report

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UD023711

O.E.E. Evaluation Report

February, 1984

Grant Number: G008202290

EVANDER CHILDS HIGH SCHOOL

COOPERATIVE WORK-STUDY PROGRAM

FOR BILINGUAL STUDENTS

1982-83

Principal:
Mr. Wilbur Klein

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UD023711

A SUMMARY OF THE EVALUATION FOR THE
COOPERATIVE WORK-WORK STUDY PROGRAM FOR BILINGUAL STUDENTS
AT EVANDER CHILDS HIGH SCHOOL
1982-83

In its first year of a two-year funding cycle, the Cooperative Work-Study Program for Bilingual Students offered full and partial programs of bilingual instruction and career exploration, as well as supportive services to approximately 160 students in grades nine through twelve. Most program students were of limited English proficiency and were foreign-born. Full-program students spoke Spanish at home and in the community; partial-program participants spoke various native languages including Arabic, Khmer, Chinese, French, Greek, Haitian, Korean, Persian, Spanish, Urdu, and Vietnamese.

The program goal was to develop students' proficiency in English and to increase their career awareness. The instructional approach was based on students' English proficiency: full-program students who were least proficient in English were taught primarily in Spanish; students with greater proficiency were taught in English. In addition to receiving E.S.L., native language, and bilingual content-area instruction, all full-program students attended 25 career education lessons and activities each semester. Partial-program participants received E.S.L., and/or native language instruction, content-area instruction in the mainstream, and attended the career education classes.

Title VII supported the administrative and support services staff. Instructional positions were funded by tax-levy dollars. Supplementary funding was provided by Chapter I. This year, the project developed 120 career exploration lessons. Supportive services consisted of guidance and academic counseling, guest lectures, and three field trips. Staff development activities included monthly department meetings and workshops. Parents participated in an advisory committee. The program sponsored both simulated and actual work experience activities to complement the academic program.

Students were assessed in English-language development (Criterion Referenced English Syntax Test and the Regents Competency Tests in reading and writing); mathematics (teacher-made tests and the Regents Competency Test in mathematics); social studies, science, and native language studies (teacher-made tests); and attendance (school and program records). A quantitative analysis of the students' achievement indicates that:

-- Program students mastered an average of 1.18 CREST objectives per month in the fall and one CREST objective per month in the spring.

-- Program students demonstrated significantly greater post-test scores on the Regents Competency Tests in reading, writing, and mathematics.

-- There was no significant difference between the performance of program students and mainstream students in content-area courses.

-- The attendance rate of program students was significantly greater than the attendance of the school-wide population.

The project has thus far been a successful one. Program students earned a large share of school awards. Career information and curriculum objectives were met.

The following recommendations are aimed at improving the overall effectiveness of the program:

-- Considering allocating a greater proportion of the bilingual guidance counselor's time to the C.W.S. program;

-- Considering training E.S.L. teachers in the use of C.W.S. career-education materials to assist the project director;

-- Minimizing the burden of curriculum development by contacting similar Title VII programs to obtain effective materials;

-- Sharing program materials with other departments within the school as well as with other Title VII projects serving similar populations;

-- Revising student performance objectives in content-area achievement.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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EVANDER CHILDS HIGH SCHOOL

COOPERATIVE WORK-STUDY PROGRAM FOR BILINGUAL STUDENTS

Location:	800 East Gun Hill Road Bronx, New York 10467
Year of Operation:	1982-83, first year of funding
Target Language:	Spanish
Number of Students:	158, fall semester 163, spring semester
Principal:	Mr. Wilbur Klein
Project Director:	Dr. Vincent Saetta

I. OVERVIEW

The Evander Childs High School Cooperative Work-Study Program for Bilingual Students (C.W.S.) focuses on preparing a target population of limited English proficiency (LEP) students, grades nine through twelve, in academic content areas, linguistic skills, career study, and entry-level job instruction. All program components concentrate on equipping students with the employment skills currently in demand in the urban job market. Regular classroom instruction, on-the-job experiences, and presentations by guest speakers are used as instructional strategies.

The program originally was proposed to serve 120 eleventh- and twelfth-grade Hispanic LEP students, as a follow-up to the school's previous bilingual program which served ninth and tenth graders until June, 1982. However, school records for September, 1982 indicated that 73 students scheduled for the new program were not promoted to the

eleventh grade, and that 29 other students eligible for the C.W.S. program did not return to school. As a result, the target population was modified to include a new population of Hispanic LEP students in the ninth to twelfth grades. These students were identified through LAB testing procedures, feeder school applications, and the program interviewing process. None of the target population had ever been served through Title VII funding sources, either at Evander Childs High School or at the feeder schools.

During the fall term, 158 Hispanic LEP students were identified for program participation, while in the spring term, the target population increased to 163 students from this background. During both semesters, students received Title VII services while enrolled in either a full program of bilingual studies, a partial program (English as a second language-native language arts [E.S.L.-N.L.A.]), the school-wide Coop or Pre-Coop program, or a fully mainstreamed* program of study in the regular tracking system. Six non-Hispanic LEP students were also included in the Title VII C.W.S. program. This new target population was larger than the original 120 identified in the proposal.

Evander Childs High School began bilingual services in 1976 when E.S.L. classes were begun through the efforts of the current C.W.S. program director. Content-area courses in Spanish were added to the school curriculum in 1978. These efforts were followed by the Title VII-funded Career Exploration Opportunities for Bilingual Students program which served the Hispanic LEP population from September, 1980 to June, 1982. The current C.W.S. program is the school's latest effort to serve its LEP population.

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*These were Hispanic LEP students who had "opted out" of the bilingual instructional program.

II. STUDENT CHARACTERISTICS

ENTRY CRITERIA

As previously stated, the C.W.S. program includes students who receive both full and partial programs of bilingual instruction. Full-program students are those who score at or below the twentieth percentile on the English section of the Language Assessment Battery (LAB) and score higher on the Spanish version of this test. Other participation factors include student and parental consent and teacher or program recommendations.

Students with partial bilingual programs (E.S.L.-N.L.A.) achieved low scores on the English section of the LAB or were recommended for such instruction by classroom or program staff. Student consent is required in all cases.

STUDENT COMPOSITION

The C.W.S. program served 158 Hispanic students during the fall and 163 Hispanic students during the spring. Six non-Hispanic LEP students also participated in the program. Approximately 50 percent of the students have been in the United States for two years or less and come from countries in Latin America and the Caribbean. Based on the results of the LAB, all students in full bilingual instructional programs were categorized as either "Spanish- or English-dominant" for programming and instruction.

Other C.W.S. participants included students enrolled in English as a second language-native language arts (E.S.L.-N.L.A.) courses. Mainstream students were also recruited from either cooperative work-study, special education, and regular mainstream programs. Table 1 presents a breakdown

of the program student body for ooth the fall and spring semesters.

Over 80 percent of the program students were foreign-born (see Table 2). According to staff, students' families have low incomes; most are eligible to receive food stamps. Therefore all C.W.S. students qualify for free lunches. In most families both parents work, although a few students come from single-parent households. For the majority of program students, Spanish is the dominant language spoken at home, outside school, and with peers. English is not needed for community intercourse as all business, media, entertainment, cultural and religious affairs, and social activities can be conducted in Spanish. As previously stated, all C.W.S. students who transferred to Evander Childs from feeder schools or from other high schools, were never served by Title VII resources. Other students came directly from outside the United States.

Tables 3 and 4 present the program students by sex and grade, and age and grade, respectively.

TABLE 1

Hispanic Students Served by the Title VII C.W.S. Program

Student Group	Grade 9	Grade 10	Grade 11	Grade 12	Totals
Fall Term					
Full Bilingual Program:					
English Dominant	18	41	1	0	60
Spanish Dominant	12	25	0	0	37
Total	30	66	1	0	97
Partial Bilingual Program:					
E.S.L.-N.L.A.	7	6	5	0	18
Regular Mainstream:	3	8	14	18	43
TOTAL	40	80	20	18	158
Spring Term					
Full Bilingual Program:					
English Dominant	8	29	1	0	38
Spanish Dominant	11	27	1	0	39
Total	19	56	2	0	77
Partial Program:					
E.S.L.-N.L.A	4	9	11	0	24
Regular Mainstream:	4	8	16	16	44
School-Wide Coop Program:	0	0	6	1	7
School-Wide Pre-Coop Program:	0	9	0	0	9
Special Education:	0	2	0	0	2
TOTAL	27	84	35	17	163

- In the fall, students in full and partial programs of bilingual instruction accounted for 73 percent of the C.W.S. participants.
- In the spring, the percentage of these students decreased to 62 percent.
- The number of mainstream participants increased from 43 to 62 students in the spring.

TABLE 2

Number and Percent of Program Students by Country of Birth[a]

Country of Birth	Number	Percent
Puerto Rico	79	54
Dominican Republic	20	14
Haiti	2	1
Cuba	1	less than 1
Central and South America (country unspecified)	17	12
United States	26	18
TOTAL	145	100

[a]Data were missing for 18 Hispanic and six non-Hispanic LEP students.

- Over 50 percent of the program students were born in Puerto Rico.
- The second largest group was born in the United States.

TABLE 3

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	21	54	18	46	39	23
10	32	36	58	64	90	53
11	12	37	20	63	32	19
12	1	12	7	88	8	5
TOTAL	66	39[a]	103	61[a]	169[b]	100

[a]Percent of all program students.

[b]Includes six non-Hispanic LEP students.

- Sixty-one percent of the program students were female.
- Most program students were in the tenth grade.

TABLE 4

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	1	0	0	0	1
15	12	12	1	0	25
16	15	34	7	0	58
17	8	24	9	2	43
18	3	16	12	3	34
19	0	4	1	2	7
20	0	0	0	1	1
TOTAL	39	90	32	8	169[a]
Overage Students					
Number	26	44	13	3	86
Percent	7	50	50	40	50

Note. Shaded boxes indicate expected age range for grade.

[a]Includes six non-Hispanic LEP students.

- Fifty percent of the program students were overage for their grade.
- Most overage students were in the tenth grade.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

The C.W.S. program stresses a transitional approach to bilingual education which focuses on the importance of acquiring English language skills and an orientation to American culture, while preserving students' native language and culture. This transitional approach is stressed by the school administration which identifies English learning as the major instructional concern of all bilingual programs in the school. Therefore, mainstreaming students into regular English instruction is a program priority. A second focus of the program is the development of students' work-readiness skills.

PROGRAM OBJECTIVES

Following is a list of instructional and non-instructional objectives for evaluation during the 1982-83 academic year.

Instructional Objectives

1. Program students will demonstrate a meaningful improvement in their mastery of English syntax. Students are expected to master at least one CREST objective per month within each semester they are enrolled.

2. Program students will demonstrate a significant improvement ($p<.05$) in their English language reading ability by examining the difference between pre/post-test scores on the Regents Competency Test in Reading administered in both the fall and spring semesters.

3. Program students will demonstrate a significant improvement ($p<.05$) in mathematics ability by examining the difference between pre/post-test scores on the Regents Competency Test in Mathematics administered in both the fall and spring semesters.

4. A significantly greater proportion ($p<.05$) of program students will earn passing grades in Spanish language studies and biology (fall and spring) and global history (fall), and American government (spring) compared to a randomly selected group of mainstream students in the same level courses.

5. The attendance rate of program students will be significantly higher than the school-wide attendance rate.

Curriculum Development Objectives

1. The cooperative work-study career-education curriculum will increase by 55 percent as measured by pre-and post-testing procedures by the end of the first year.

2. The major subject-area cooperative work-study career education curriculum will increase by 55 percent by the end of the first year.

Training Objectives

1. One hundred percent of the teacher-training workshop meetings will have specific cooperative work-study career-education curriculum development plans and activities during the first year.

2. As a result of the participation of the project director and the bilingual curriculum specialist in the development and implementation of a Teacher Training Center Component in the program, 75 percent of the participants will attend more than 75 percent of the workshop meetings scheduled for them by the end of the year.

3. One hundred percent of the workshop meetings of the Parent Involvement Component of the project will have specific cooperative work-study career-education curriculum development plans and activities for the participants during the first year.

4. Seventy-five percent of the participants in the parent involvement component of the project will attend more than 75 percent of the workshop meetings scheduled for them during the year.

ORGANIZATION, STRUCTURE, AND STAFFING

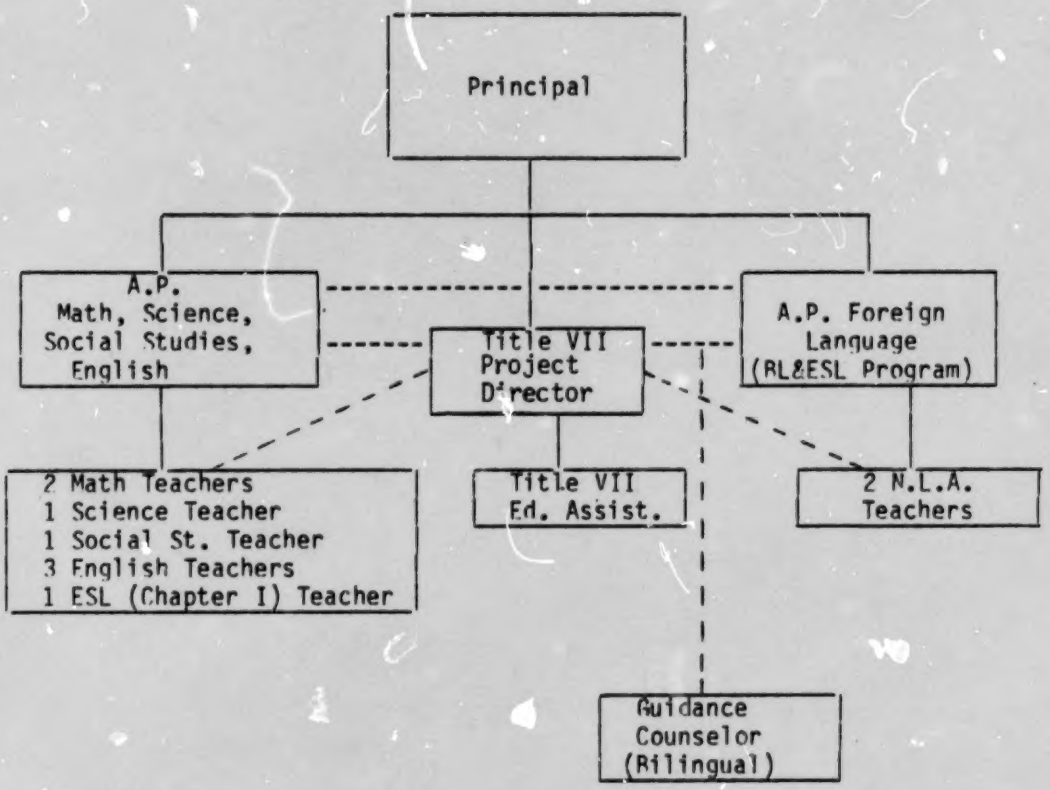
The Title VII project has a centralized administration. The project director reports directly to the principal with respect to the C.W.S. program, but communicates directly with the assistant principal (A.P.) of foreign languages for all matters concerning the full- or partial-bilingual programs of instruction and content-area curriculum development. The assistant principal of foreign languages communicates with the content-area teachers through joint observations made by this person and the respective assistant principals of the department disciplines which provide instruction to bilingual students (e.g., social studies, math, science, English). Figure I details the Title VII project organization and its relationship to other school structures related to the project.

The program director is in charge of program administration and supervises one educational assistant directly assigned to the C.W.S. program. The program director also serves as curriculum specialist, working seven out of nine periods daily in this function. In addition, he has been appointed as proposal-writing advisor for the school. As such, he has provided information both to school personnel and the Office of the School Superintendent (Bronx).

A bilingual guidance counselor (speaking English, Spanish, French, and Italian) assigned to the school's guidance department serves for two periods daily as the program counselor. He assists in the coordination of programming for bilingual students, and maintains full- and partial-bilingual program students' personal and health records, achievement cards, transcripts, profiles, and academic and vocational test results.

FIGURE 1

Organizational Chart of the C.W.S. Program



Supervision

Collaboration and Communication

In addition, he coordinates all evaluation testing for students served by the Title VII project. He also assists the assistant principals in addressing bilingual students' problems, and supervises the school-wide attendance program and R.C.T. examination programs. He works directly with the Title VII project director in many areas, as well as with all assistant principals whose teachers and curriculum are involved with the general bilingual program.

Twelve teachers served bilingual program students in the classroom during the 1982-83 academic year: one Chapter I E.S.L. teacher, three tax-levy English teachers, two Spanish teachers (N.L.A.), one biology teacher, three social studies teachers, and two mathematics teachers. With the exception of one mathematics teacher, all teachers are certified in their respective fields, although none is certified in bilingual education. The Chapter I teacher, however, is certified in E.S.L. instruction (grades 7-12). All teachers communicate in English and Spanish. Appendix A details the characteristics of program staff.

FUNDING

In addition to Title VII, the program is supported by tax-levy, module 5B, and Chapter I funds. Tables 5 and 6 present the funding sources for the instructional and non-instructional components of the program.

TABLE 5

Funding of Instructional Component[a]

Content Area	Funding Sources	Number of Teachers	Number of Periods
English as a Second Language	Chapter I	1	5
	Tax Levy	3	1 each
Native Language Studies	Tax Levy	2	1 each
Mathematics	Tax Levy	1	1
	Module 5B	1	1
Science	Module 5B	1	2
Social Studies	Tax Levy	1	2

[a]Source: High School Personnel Inventory for Bilingual/E.S.L. Programs, April 6, 1983, Division of High Schools, New York City Public Schools.

TABLE 6

Funding of Non-Instructional Program Components

	Funding Source(s)	Personnel: No. & Title(s)
Administration & Supervision	Title VII	1 Project Director/Curriculum Specialist
Curriculum Development	Title VII	1 Project Director/Curriculum Specialist
Supportive Services	Tax Levy	1 Guidance Counselor
	Title VII	1 Educational Assistant
	Chapter I	1 Educational Assistant - E.S.L.
		1 Educational Assistant - English
		2 Educational Assistants- Math

IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Students enrolled in full bilingual instructional programs are placed in either a Spanish-dominant or English-dominant track according to their English language proficiency. Students assigned to the Spanish-dominant track have scored below the tenth percentile on the English section of the LAB. Students in this track receive most of their instruction in Spanish. The amount of English used in these classes depends on the English proficiency of the group of students. Students assigned to the English-dominant track have scored between the eleventh to the twentieth percentile on the English section of the LAB, and receive most of their instruction in English.

Full-bilingual program students are placed in academic courses according to the New York City Public Schools grade and graduation requirements. These courses are equivalent to those in the mainstream in content and level. Students are placed in E.S.L. and native language courses according to their proficiency. In addition to content-area and language instruction, full-bilingual program students attend 25 career education lessons and activities each semester.

Partial-bilingual program students receive all instruction (except native language studies) in English. In addition to E.S.L. and native language instruction, the E.S.L.-N.L.A. group also attends 25 career-education lessons and activities each semester. Mainstream C.W.S. program participants receive a similar number of work-study/career-education lessons each semester, and a full program of mainstream courses.

Full-bilingual program students are fully mainstreamed when they score at or above the twenty-first percentile on the LAB, or score at least 75 percent on the advanced level of the Criterion Referenced English Syntax Test (CREST), and request this change with parental consent. Students may also be mainstreamed at their own or their parents' request. Mainstreamed students can continue to receive the program's supportive services if they so desire.

Partial mainstreaming begins in the English-dominant track since English is used for instruction to a greater extent. Special English reading and writing courses support the linguistic development of these students. C.W.S. students may also be programmed into mainstream courses. In 1982-83, 16 full-bilingual program students were enrolled in special mainstream elective courses in accounting, word-processing, and typing.

INSTRUCTIONAL OFFERINGS

Depending on their program status, C.W.S. students receive instruction in the following areas: English language, Spanish language, content-area subjects, and/or cooperative work-study career education.

English As A Second Language Instruction

Chapter I E.S.L. instruction is offered on three levels of proficiency: beginning, intermediate, and advanced. In addition, intensive writing and reading courses are given to E.S.L. students through tax-levy funding. The beginning and intermediate levels are given to Spanish-dominant full-bilingual program students. These levels stress listening and speaking skills. Advanced and intensive levels are designed for English-dominant full-bilingual program students and emphasize listening,

speaking, reading, and writing. Intensive English is designed as enrichment curriculum to refine reading and writing skills. E.S.L.-N.L.A. program students may be placed in any of the three levels of E.S.L. instruction. Most students, though, fall into the beginning and intermediate levels. Table 7 details the E.S.L. instruction offered to program students.

Native Language Instruction

Native language studies (Spanish) is offered on four levels by the department of foreign languages. The more advanced Spanish levels are offered to program students as electives. Table 8 details the Spanish instruction offered to program students this year.

Content-Area Instruction

Bilingual content-area instruction follows the grade and graduation requirements of the New York City Public Schools, and is offered exclusively to students in full programs of bilingual instruction. Career-education concepts such as job-conflict resolution, decision-making, problem-solving, and value-clarification are infused into these content-area courses. The course curriculum also includes career information associated with the subject area. For example, in the biology course, students receive information about careers related to the subject matter, such as dental assistant, dietician, health inspector, medical social worker, nursing, and occupational therapist. All bilingual program classes correspond to mainstream offerings in level and curriculum, and use materials appropriate to students' reading levels. In addition, paraprofessionals are present in these classes for assistance and translation. Table 9 details the bilingual content-area instruction offered to students this academic year.

TABLE 7

Instruction in English as a Second Language and English Reading and Writing[a]

Course Title and Level	Number of Classes Fall	Number of Classes Spring	Average Class Register Fall	Average Class Register Spring	Is Class for Program Students Exclusively?	Description
E.S.L. - Beginning (Chapter I)	2	2	25	25	No	Listening and speaking skills for Spanish-dominant students
E.S.L. - Intermediate (Chapter I)	2	2	25	25	No	Listening and speaking skills for Spanish-dominant students
E.S.L. - Advanced (Chapter I)	1	1	25	25	No	Listening, speaking, reading, writing skills for English-dominant students
Intensive English (Tax levy)	1	1	34	34	Yes	Reading and writing skills for Spanish-dominant students
Intensive English (Tax levy)	2	1	34	34	Yes	Reading and writing skills for English-dominant students

[a]All classes were held for five periods each week.

TABLE 8

Instruction in the Native Language[a]

Fall Courses	Number of Classes	Average Class Register	In Class for Program Students Exclusively?	Description
Native Language 3	2	34	Yes	For English-dominant students
Native Language 3	1	34	Yes	For Spanish-dominant students
Spring Courses				
Native Language 4	1	34	Yes	For Spanish-dominant students
Native Language 4	1	34	Yes	For English-dominant students
Native Language 4	1	34	No	For English-dominant students

[a]All classes were held for five periods each week.

Classroom Observation. A member of the evaluation team visited a general biology lesson. Twenty-eight Spanish-dominant students, out of a total register of 36, were present in the classroom. The topic of the lesson was the structure of the D.N.A. molecule. A model of the molecule and the chalkboard were the materials used for the lesson. The teacher lectured, demonstrated each point by using the model, and questioned students. About half the class actively participated in the lesson

although the entire class paid attention to the teacher's presentation. Assessment and feedback were provided by the teacher throughout the lesson. Although the topic was difficult, the objective appeared to be achieved. The lesson was conducted in Spanish (the planned language of instruction), and except for an occasional plane that passed overhead, the class was orderly.

Cooperative Work-Study Instruction

The cooperative work-study component includes: work-readiness training; career-exploration training; on-the-job experiences; and presentations by guest speakers.

Work-readiness and career-exploration training consist of a series of instruments and materials which provide a profile of students' interests and aptitudes, together with an exploration of different career fields which are related to that profile. Students' aptitudes are measured using the American College Test (ACT) of the Career Exploration Aptitude and Interest Program. This test measures aptitudes in verbal and numerical reasoning, spatial relations, mechanical and clerical skills, and language use. The aptitudes determined by ACT are then matched to five major job families in the Career Exploration Series: occupations in science, health, and mathematics; in consumer economics and related areas; in industry; in business; and in design arts and communications.

Each job family contains 60 careers to which students relate their interests and aptitudes. The JOB-O Battery is also used to give students

TABLE 9

Bilingual Instruction in Subject Areas[a]

Fall Courses	Number of Classes	Language(s) of Instruction	Criteria for Selection of Students	Percent of Materials in Native Language
Biology	2	80% English	11-20 English LAB Test	20
Biology	1	80% Spanish	1-10 English LAB Test	80
Mathematics	2	80% English	11-20 English LAB Test	20
Mathematics	1	80% Spanish	1-10 English LAB Test	80
Global History	2	80% English	11-20 English LAB Test	20
Global History	1	80% Spanish	1-10 English LAB Test	80
Spring Courses				
Biology	1	80% English	11-20 English LAB Test	20
Biology	1	80% Spanish	1-10 English LAB Test	80
Mathematics	1	80% English	11-20 English LAB Test	20
Mathematics	1	80% Spanish	1-10 English LAB Test	80
American government	1	80% English	11-20 English LAB Test	20
American Government	1	80% Spanish	1-10 English LAB Test	80

[a]All classes were held for 3 hours and 20 minutes each week and had an average register of 34 students.

further self-assessment, job exploration, and job information to assist in career decisions. All instruments are in English and Spanish. This series of instruments and materials used by the program is presented in Appendix B.

The work-study component also includes a series of career-education lessons consisting of program-made materials and commercial filmstrips and cassettes. All lessons have a thematic approach and are used by the C.W.S. program to infuse career information into content-area subject matter. These lessons are presented in English or Spanish to all program groups and are conducted by the program director with an educational assistant. Most of the lessons are taught with materials from the program resource center. Table 10 presents the program of these career-education lessons for all C.W.S. students. Appendix C details the filmstrips and cassettes used in these lessons and available to program students.

Classroom Observation. A member of the evaluation team observed a career-education lesson taught by the program director. Eleven students were present in the classroom. The lesson, "How to Complete a Job Application," began with the distribution of a handout - a sample job application from the New York Telephone Company. No other textbooks or materials were used.

Lecturing and questions-and-answers were used as teaching strategies. The director discussed the application and fully explained each section

Table 10

Schedule of Career Education Lessons for All Students

Month	Theme	Materials and Activities
September	Student programming, student orientation, guidance and counseling services, LAB and CREST testing for identification and placement.	
October	Decision Making Conflict Resolution Problem Solving Values Clarification Career/Job Exploration	"Judy Baca Story" "Health Services" "Education" "Business and Finance" "Public Service"
November	Conflict Resolution Problem Solving Values Clarification Career/Job Exploration Decision Making	"Earl Wilcox Story" "Agriculture" "Arts and Entertainment" Marketing and Distribution "Transportation"
December	Problem Solving Values Clarification Career/Job Exploration Decision Making Conflict Resolution	"Amy McKenna Story" "Energy/Natural Resources" "Communications" "Manufacturing" "Construction"
January	Aptitude/Interest Testing	
February	JOB-O Career Cluster Interest testing Student Aptitude Testing and Profile Development	BIZ-O: Exploration of business occupations
	Business Careers Fields in High Technology College Secretarial Program Careers in Finance Staffing Problems	
March	Part II of fall programs.	SCI-O: Exploration of scientific, mathematics, and health occupations
April	Part II of fall programs.	CER-O: Exploration of consumer economics and related occupations
May	Part II of fall programs. Job Preparation Skills -the resume, the interview, the business letter	DAC-O: Exploration of design, art, and communications occupations
June	Educational and training requirements Supply and demand patterns Job incomes and working conditions High School Course Planning Job Contact Agencies Career Planning Activities	

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so that students would know what to do. While the class worked on the application, the director discussed neatness, skills needed for different job categories, salary levels, and other related information. The applications were then collected and became part of the students' files. It appeared that the lesson's objectives were fully accomplished.

Both English and Spanish were used during the presentation, about 20 and 80 percent of the time, respectively. Classroom demeanor was orderly and structured, yet informal. Student participation was excellent.

The work-study component also consists of direct or simulated on-the-job experience. Simulated experience consists of role playing in the classroom. Direct on-the-job training results from placing students in the school's part-time cooperative education program. The student is employed for 225 hours per semester in an actual job and receives one credit toward graduation. The student can accumulate the required number of hours by working between two to four hours after-school per day plus Saturday. In this way, employment requirements do not interfere with academic ones. Twenty-two students have received direct on-the-job experiences in 14 businesses this school year.

The program director believes that it would be more effective to place program students in an alternate week COOP plan. Through this plan, students work alternate weeks during the school year. During the school week, required subjects are taught for double periods so that formal education is not lost. Skill subjects in school are supplemented by practice on the job. During the summer, each student works for five consecutive weeks. Upon graduation, students are retrained to fill

full-time vacancies in the cooperating firm. A policy of requesting employers to terminate students who leave school prior to graduation, encourages students to remain in high school until they are granted a diploma, fulfilling the basic educational objective of the cooperative education program.

A plan of this nature is being discussed for next year provided jobs are available for placement. Towards this objective, job development has begun, with program staff members phoning or writing to about 20 companies each week. Some businesses are recontacted to see if job openings have occurred. Overall, the program has contacted over 250 different businesses in the Bronx area using the Bronx Open Doors Guide to Business Resources for New York City Schools, a New York City Board of Education publication.

It is hoped that these contacts might sensitize employers to the employment needs of young people. The program director stated that positive results might be forthcoming in the following areas as the result of these contacts and other career-related program activities: securing job opportunities for students; getting employers involved in the educational process by pinpointing businesses' needs, what new technical skills are in demand, and the skills students need; and supplying the school with materials, money, and advisory staff.

The fourth aspect of the work-study component includes presentations by speakers from educational institutions, and public and private organizations who speak about career opportunities, requirements, and benefits in their areas of expertise. Appendix D lists the speakers who made presentations to the C.W.S. students during 1982-83.

Observations. A member of the evaluation team observed three lectures by community guest speakers. A representative of ASPIRA spoke to 21 program students. The speaker used English 100 percent of the time to give an overview of his organization and the services that it provides. He also urged students to contact the organization to request its services. A question-and-answer period ended the session. A handout was given to students summarizing the presentation.

Another lecture was presented in English by the coordinator of the social services section of the Mayor's Council Program. The speaker asked the small group of students present to think about their occupational interests and then tried to impress upon them the importance of training in American education. She led the students in a discussion of their interests and their family situations relative to particular occupational interests. Finally, she offered advice about where to get information about careers.

A representative of the New York Telephone Company also made a presentation in English to nine program students. After introducing himself, he talked about the job market in New York City. He then spoke about the job opportunities available with the New York Telephone Company including requirements, training opportunities, duties, and salaries. He especially stressed the hours an employee has to work in the different positions he presented. A question-and-answer period followed. The need for training and education was emphasized throughout the presentation.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS DEVELOPMENT

A principal objective of the C.W.S. program is to develop a career-education curriculum. A total of 120 lessons planned for this year were developed. Appendix E details the curriculum and materials developed by the program this school year.

SUPPORTIVE SERVICES

Supportive services are provided to program students by any member of the Title VII staff, as requested. The counseling process, however, is the primary function of the bilingual guidance counselor.

The guidance counselor provides both group and individual counseling. Group sessions are performed in the classroom and include such topics as academic and testing requirements for graduation; the nature and scope of the C.W.S. program; transition in and out of the program; and other academic and vocational inquiries. Individual counseling is performed upon request. The student's academic and emotional needs, and family situation are discussed during individual counseling sessions. In addition, the guidance counselor serves as the guidance department coordinator and is in charge of the examination of bilingual students in the school. He attends Title VII teacher-training workshops to share the program's counseling component with the bilingual teachers. He oversees the transportation needs of the entire school, supervises Chapter 53 incoming students, is in charge of the immunization process

for the entire school and hearing testing for tenth graders, updates all records of students coming from outside the United States, and is in charge of the ASPIRA Chapter of the school.

Home contacts for improving attendance, following-up on students' academic achievement, and assessing career aptitude are made by the educational assistant assigned to the program director. Details of the supportive services given to students this school year can be found in the appendices.

STAFF DEVELOPMENT

Staff development activities included monthly, one-hour departmental meetings; monthly two-hour workshops held after school by Title VII staff; and monthly demonstrations of the career-education curriculum presented by the Title VII staff.

An exchange of ideas for program improvement and of bilingual education in the school is promoted in all of these activities. Discussions of instructional methodology, classroom management, curriculum development, and student employment training activities are included in these training sessions. Agenda and minutes document all meetings. Staff development activities outside the school included participation in workshops sponsored by the Office of Bilingual Education, Office of Educational Evaluation, and Office of Budget and Review. No program staff members were enrolled in university courses this year. Appendix G details these activities.

PARENTAL AND COMMUNITY ACTIVITIES

The program sponsors a Parent Advisory Committee composed of seven bilingual parents, two students, and four staff members (the program director, the guidance counselor, an educational assistant, and one bilingual teacher). A total of ten meetings were held this year. Seventy-five percent of the parents attended 70 percent of the meetings. Program staff and student representation had 100 percent attendance. The agendas of these meetings somewhat paralled those of the teacher training meetings. This was done to keep parents informed of program events, to give them a voice in the working of the program, and to give some pedagogical training to the bilingual parents. Topics discussed in the committee meetings included identification and placement of students in the program; Title VII objectives and resources; student job placement; and planning field trips. Some community guests speakers were invited to these meetings.

EXTRACURRICULAR ACTIVITIES

The program also offered its students three field trips: to see the off-Broadway play, "Angelita Nobody"; to the Metropolitan Museum of Art; and to a Bronx bank for business-related experience. Between 15 to 20 students went on each of these trips.

The program also maintains a bilingual resource center with textbooks and materials related to academic, linguistic, and career areas. Appendix H details the materials and textbooks available in the center for student use. A peer tutoring program is scheduled for the 1983-84 school year, and an ASPIRA Club will also be initiated.

AFFECTIVE DOMAIN

The program has tried to develop a sense of pride within its student body. Bilingualism is presented as life enriching and of great help in future employment opportunities. Student accomplishments that have resulted from participation in the C.W.S. program include:

1. eight program students (out of a total school membership of 35 students) are members of ARISTA, the National Honor Society of High School Students;

2. seven program students (out of a total membership of 50) are members of the local honor school society;

3. two program students (out of a total membership of 15) are honor school inductees;

4. three program students (out of a total 26 students) are members of the Science Math Honors Program;

5. fifteen program students (out of a 66 student total) are award winners for excellence in school subjects (each student has received an average of two awards);

6. seventy-two program students (out of a total of 403 students) received special awards for achievement efforts.

By the end of the academic year, 60 students had left the program. Forty-five were fully mainstreamed; 13 were discharged or transferred to an alternative program; and two transferred to another school.

CAPACITY BUILDING

The program has offered a series of services to Evander Childs that has increased the school's capacity to serve its bilingual and LEP populations, including:

1. 120 career-education lessons developed for the program student body which will benefit the entire LEP school population;

2. eleven teachers and four educational assistants received specialized bilingual and LEP training each month of the year to improve their academic instruction and career-education skills;

3. the program director, guidance counselor, and educational assistant received training in dealing with bilingual and LEP students, and in planning and implementing programs to help these types of students;

4. all teachers and staff associated with the Title VII program improved their skills in reducing students' poor behavior and in increasing student self-pride and positive self-image. The good behavior that the program has developed in its students has brought changes in the way mainstream teachers and staff now perceive bilingual education and bilingual LEP students;

5. fourteen local businesses received the on-the-job services of program students; some community social agencies also participated in the program thereby improving their knowledge of bilingual and LEP students.

VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives. The evaluation performed was consistent with the instructional objectives submitted by the project, presented on page 9 of this report.

ACQUISITION OF ENGLISH SYNTAX

The assessment instrument utilized for measuring the attainment of objective 1 was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre-test and post-test are calculated to represent the gain score, and an index which represents the number of objectives mastered per month is computed. However, since the levels are not equated vertically, it is impossible to measure gains for students who change levels. Extensive information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 11 presents the test results for students who were pre- and post-tested with the same test level during each semester.

Complete CREST data were available for 36 students in the fall semester and 51 students in the spring semester. Examination of Table 11 reveals that in the fall, an average of approximately 1.86 CREST objectives per month were mastered by students tested at Level I, 1.46 objectives were mastered by students tested at Level II, and 0.51 objectives were mastered at Level III. In the spring, students mastered approximately 1.31 CREST objectives per month at Level I, 0.93 objectives at Level II, and 0.61 objectives at Level III. Program students failed to attain the objective of mastering one CREST objective per month at CREST Level II during the spring semester and at CREST Level III for both the fall and spring semesters.

Inspection of students' raw scores revealed that failure to achieve the program objective at CREST Level III, was a result of the high initial status of the group. In the fall testing session, approximately 70 percent of the students initially mastered 13 of the 15 objectives on the pre-test and 53 percent of the students in the spring had the same initial mastery level. Thus, for these students it was mathematically impossible to attain one objective per month mastery.

TABLE 11

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	8	8.88	13.88	5.00	2.64	1.86
II	14	13.43	17.43	4.00	2.72	1.46
III	14	12.00	13.36	1.36	2.66	0.51
TOTAL	36	11.86	15.06	3.19	2.68	1.18
			Spring			
I	22	8.50	13.32	4.82	3.66	1.31
II	14	15.71	19.07	3.36	3.63	0.93
III	15	11.13	13.40	2.27	3.72	0.61
TOTAL	51	11.25	14.92	3.67	3.67	1.00

*Post-test minus pre-test.

PERFORMANCE ON REGENTS COMPETENCY TESTS

In accordance with program objectives 2 and 3, students' pre- and post-test scores on the Regents Competency Tests (R.C.T.) in reading and mathematics during each semester were compared. The criterion set by the program was that students' performance on the post-tests would be significantly greater than on the pre-tests.

Table 12 provides the comparison of pre- and post-test scores on the Regents Competency Tests in reading, writing*, and mathematics for both the fall and spring semesters. Analysis of student achievement demonstrates significantly greater scores on the post-test for the R.C.T. tests in reading and writing in both the fall and spring semesters (all $p<.001$).

Another index of improvement, the effect size, was computed by dividing the difference between the means by the standard deviation of the difference between pre-test and post-test scores. This provides an index of improvement in standard deviation units and a change of 0.5 standard deviation units or higher is generally considered to be meaningful. Effect sizes for R.C.T. reading and writing tests were all substantial (1.55 and larger), indicating large changes in student performance.

Significant differences between pre- and post-test scores were also found on the R.C.T. mathematics test. The post-test mean was significantly higher than the pre-test mean ($p<.001$) for both the fall and spring semesters. Effect sizes were also substantial (2.28 and 2.54, fall and spring), indicating a large change in student performance.

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*Additional data for the Regents Competency Test in Writing were provided by the project director.

TABLE 12

Performance on the Regents Competency Tests in Reading, Writing, and Mathematics

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the Regents Competency Tests

Test	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Effect Size
Fall Results										
R.C.T. Reading	56	34.75	4.522	48.35	6.71	13.60	.624	19.40	<.001	2.59
R.C.T. Writing	56	46.21	10.02	58.54	13.13	12.33	.796	11.57	<.001	1.55
R.C.T. Math	56	31.14	2.95	40.32	3.77	9.18	.620	22.73	<.001	2.28
Spring Results										
R.C.T. Reading	81	34.61	4.59	46.64	7.14	12.02	.726	21.85	<.001	2.40
R.C.T. Writing	81	37.31	7.753	53.76	9.97	16.45	.885	18.75	<.001	3.29
R.C.T. Math	81	27.78	4.266	36.68	4.82	8.90	.755	16.81	<.001	2.54

STUDENT ACHIEVEMENT IN CONTENT-AREA COURSES

Similar methods were employed to evaluate student performance in content-area subjects (objective 4) and, as a result, they are discussed collectively. The program proposed that the percentage of program students passing courses in Spanish language, biology, global history, and American government would be significantly greater than the school-wide passing rates in these areas.

Table 13 presents the number of program students attending classes and the percent passing these content-area courses for both the fall and spring semesters. These percentages were then compared to the passing rates of mainstream students, provided by the project director. Comparison of the passing performance rates for these two groups is presented in Table 14. The data analysis indicated that there were no significant overall differences between program and mainstream students. (Negative z-values are the result of program students having a lower passing percentage for that content area.)

The failure of students to attain the criterion set by the program is not surprising. Assuming equal standards for attaining a passing grade, there is no reason to assume that program students should be more capable as a whole than mainstream students and therefore should have a significantly greater passing rate. It is suggested that future objectives be revised to state that no significant difference be found between the performance of program students and mainstream students in these areas.

TABLE 13

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Courses

Course	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Fall										
Algebra	30	66.7	74	55.4	14	50.0	3	100.0	121	58.7
Biology	28	57.1	71	57.7	7	57.1	3	100.0	109	58.7
Global History	29	55.2	72	48.6	16	56.3	4	50.0	121	51.2
Spring										
Native Language Level 4	26	46.2	50	74.0	14	100.0			90	70.0
Algebra	28	35.7	55	43.6	17	94.1			100	50.0
Biology	27	33.3	51	62.7	6	66.7			84	53.6
American Government	26	26.9	54	46.3	15	66.7			95	44.2

TABLE 14

Comparison of the Performance of Program and Mainstream Students in Content-Area Courses

Courses (Semester)	Program Students Percent Passing (n)	Mainstream Students Percent Passing (n)	z Value	Level of Significance*
Native Language (spring)	70.0 (90)	70.8 (113)	-.123	NS
Biology (fall)	58.7 (109)	60.5 (810)	-.036	NS
Biology (spring)	53.6 (84)	52.9 (381)	.117	NS
Global History (fall)	51.2 (121)	55.0 (670)	-.668	NS
American Government (spring)	44.2 (95)	54.3 (524)	-1.814	NS

*two-tailed test.

STUDENT ATTENDANCE

In conjunction with objective 5, the program students' attendance rate was compared with the school-wide attendance with the expectation that program students would achieve a significantly higher rate of attendance. The average total attendance rate for program students was 86.45 percent (Table 15) and the school-wide rate was 71.85 percent* (n=3,424). A *z*-test was used to examine the difference in attendance rates and a *z*-value large enough to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, that is, the two attendance rates are significantly different.

As indicated in Table 15, the program student attendance rate was significantly greater ($p<.01$) than that of the school-wide population, meeting the program objective in this area.

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*Source. Office of Student Information Services, New York City Public Schools.

TABLE 15

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	Number of Students	Mean Percentage	Standard Deviation
9	17	74.94	21.06
10	40	90.2	8.56
11	7	93.0	4.55
TOTAL	64	86.45	14.47

Average School-Wide Attendance Percentage: 71.85

Percentage Difference = 14.6 $z = 2.59$ $p = <.01$

VI. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The program appears to be meeting its instructional, career-information, staff training, and curricular objectives. In English language achievement, program students in both semesters met the proposed objective for mastery on the CREST. Gains made on the Regents Competency Tests in reading, writing and mathematics were statistically significant as well as reflecting substantial effect sizes, indicating large changes in student performance. In spring native language courses, students achieved an overall passing rate of 70 percent. Although overall passing rates in mathematics, science, and social studies were low, they did not differ significantly from the passing rates of mainstream students in similar content-area courses. Finally, the attendance rate of program students was significantly greater than that of the general school population.

The program is using and building on the resources, curriculum, and materials developed by the previous bilingual program. C.W.S. students have earned a large share of school awards this year. The community involvement component appears to be adequate.

In an interview, the school principal stated that the whole school sees the program as very positive. The program director is in frequent communication with program students and staff; the teachers are proficient in their areas of expertise. The principal, nevertheless, stated that he considers the number of students identified for full-bilingual program

participation too small when compared with the total school population, and would like to recommend the use of a better instrument to identify bilingual LEP students.

The school as a whole appears to have a better understanding of bilingual LEP students' behavior and needs as a result of this and previous bilingual program efforts. The concern, efforts, and administra- program staff, have contributed to this school climate.

RECOMMENDATIONS

On the basis of several site visits, classroom observations, and interviews with program personnel, the evaluation team recommends that consideration be given to changes in the following areas:

1. The high school administration might consider allocating a greater proportion of the bilingual guidance counselor's time to the C.W.S. program. It appears that the two daily periods he now spends in program-related activities are not sufficient, given the many responsibilities he must assume.

2. The school administration might also consider training E.S.L.teachers in the use of the C.W.S. career-education curriculum to assist the project director. Such an assignment would not only relieve the workload of the director, who is presently responsible for conducting all career-education lessons both semesters but would expose these materials to additional students who could benef[illegible] from these activities.

3. In an effort to minimize the burden of curriculum development, the project director might consider contacting other Title VII projects with similar objectives to obtain materials which have proven effective with similiar student populations.

4. In turn, the project might consider sharing its career-education lessons and curriculum with other departments (i.e. business, vocational) within the school, as well as with other Title VII programs with similar career emphases.

5. The program should revise its student performance objectives in the area of content-area achievement to state that no significant difference be found between the performance of program students and mainstream students in these subject areas.

VIII. APPENDICES

APPENDIX A

Staff Characteristics:Professional and Paraprofessional Staffs

Function(s)	% time for each function	Date appt. to each function	Education (degrees)	Certification	License(s)	Total years experience in education	Years Experience: Bilingual	Years Experience: E.S.L.
Project Direcotr	20	9/80	B.A. and M.A. English Professional Diploma Ph.D. Management	NYC NYS NYS	English - HS	17 yrs. H.S. Eng.	5 yrs.	3 yrs.
Title VII Curriculum Specialist	80	9/82	B.A. and M.S. English Ph.D. Management	NYC NYS NYS	English- HS	17 yrs. H.S.Eng.	5 yrs.	3 yrs.
Guidance Counselor	40	9/78	B.A. History M.A. History M.A. Guidance	NYC NYS NYS	Social Stud.-HS French- H.S. Guidance-H.S.	19 yrs. H.S. Combined subj.	19 yrs.	
Educational Assistant Title VII	100	9/80			UFT Educational Assistant	10 yrs. H.S.ESL	3 yrs.	7 yrs.
Educational Assistant Chapter I	100	9/79			UFT Educational Assistant	6 yrs. H.S. ESL	2 yrs.	4 yrs
ESL Teacher Chapter I	100	9/77	B.A. French M.A. ESL	NYC NYC NYS	French- HS ESL- HS	6 yrs. H.S. ESL	2 yrs.	5 yrs.
English Reading and Writing Teacher Tax Levy	40	2/67	B.A. English M.A. English	NYC NYS	English-HS	16 yrs. H.S. Eng.	2 yrs.	2 yrs.
English Reading and Writing Teacher Tax Levy	20	9/60	B.A. English M.A. English	NYC NYS	English-HS	23 yrs. HS.Eng.	2 yrs.	2 yrs.
English Reading and Writing Teacher Tax Levy	40	9/68	B.A. English M.A. English	NYC NYS	Englist-HS	15 yrs. H.S. Eng.	2 yrs.	2 yrs.
Native Language Arts Teacher	40	9/65	B.A. Spanish M.A. English M.A. SUPER. ADMIN.	NYC NYC NYS	Spanish-HS. ESL HS	18 yrs. H.S. Combined subj.	16 yrs.	2 yrs.
Native Language Arts Teacher Tax Levy	20	9/67	B.A. Spanish M.A. Spanish	NYC NYS	Spanish- HS	16 yrs. H.S. Span	16 yrs.	none
Biology Teacher Tax Levy	60	9/62	B.A. Biology M.A. General Science	NYC NYS	Biology- HS.	21 yrs. H.S. Bio.	21 yrs.	none
Global History Teacher Tax Levy	40	9/66	B.A. History M.A. History	NYC NYS	Social Studies- HS.	17 yrs. H.S. Hist	17 yrs.	5 yrs
Global History Teacher Tax Levy	20	9/60	B.A. History M.A. International Relations	NYC NYS	Social Studies- HS.	23 yrs. H.S. Hist	4 yrs.	2 yrs
American Government Teacher Tax Levy	40	9/66	B.A. History MA. History	NYC NYS	Social Studies- HS.	17 yrs. H.S. Hist	17 yrs.	
Mathematics Teacher Tax Levy	40	2/81	B.A. Spanish M.A. ESL	NYC NYC NYS	Bilingual Education Spanish-HS	3 yrs. H.S. Math and Spanish	3 yrs.	
Mathematics Teacher Tax Levy	20	9/72	B.A. Mathematics MA. Mathematics	NYC NYC NYS	Mathematics-HS	11 yrs. H.S. Math	1 yr.	

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APPENDIX B

Career and Assessment Instruments and Materials

Job-O (Spanish and English) to identify specific career planning activities, such as -- amount of training and education, self-awareness and self-assessment, career interests, career aptitudes (mostly through ACT and Harrington/O'Shea), and decision-making processing.

Job-O Dictionary -- a resource on job title definitions and decision-making information for career selection.

High School Career-Course Planning -- a resource for selection of high school courses, programs, etc.

Dictionary of Occupational Titles -- a resource on job descriptions and qualifications, etc.

Exploring Careers -- a resource on job families, job forecasts, income, supply and demand patterns, etc.

Occupational Outlook Handbook -- a resource on job families, and specific occupations in each family, job activities, educational requirements, etc.

BIZ-O -- Exploration of Business occupations.

CER-O -- Exploration of Consumer Economics and related occupations.

DAC-O -- Exploration of Design, Art, and Communications occupations.

SCI-O -- Exploration of Scientific, Mathematical, and Health occupations.

Audio Visual Career Materials:

APPENDIX C

COOPERATIVE WORK-STUDY PROGRAM FOR BILINGUAL STUDENTS

FY1982-84

BILINGUAL JOB FAMILY FILM STRIPS AND CASSETTES

Bilingual Career Areas by Job Family[1]	Spirit Masters for each Job Family Film Strip					
1. Arts and Entertainment	Resume	Job Application	Goals	References	Portfolio	
2. Health Services	Resume	Job Application	Evaluation	Requirements		
3. Public Services	Testing	Regional Offices	Announcements	Requirements	Contacts	
4. Business and Finance	Resume	Job Application	Experience	Requirements		
5. Communication	Resume	Job Areas	Available	Requirements	Interviews	
6. Transportation	Resume	Application	Seeking a Job	Answer Ads	Job Log	
7. Agriculture	Resume	Job Application	Seeking a Job	Career Areas	Job Log	
8. Manufacturing	Resume	Job Application	Training Prog.	Job Values	Job Log	
9. Construction	Resume	Job Application	Training Prog.	Job Values	Job Log	
10. Marketing and Distribution	Resume	Job Application	Ans. Want Ads.	References	Job Log	
11. Education	Resume	Job Application	Job Information			
12. Energy and Natural Resources	Resume	Job Application	Job Information	Job Values	Job Log	

Produced by Regents Publishing Company, Inc.
(Published in English and Spanish).

Note: 1. These job family career education materials are in the form of film strips and cassettes (produced in English and Spanish cassettes)

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EVANDER CHILDS HIGH SCHOOL
800 East Gun Hill Road
Bronx, N.Y. 10467

John McCann, Principal

ESEA Title VII (CEOBS)

Dr. Vincent Saetta
Project Director
654-3430

Dom A. Capone, Bilingual
Career Education Specialist

Awilda Solano, Bilingual
Education Assistant

Audio Visual Career Materials:

COOPERATIVE WORK-STUDY PROGRAM MATERIALS

FY1982-84

Bilingual Educational Services, Inc.
1603 Hope Street
South Pasadena, Californai 91030

College Experience Series:
(English and Spanish)

Cassette Number 1: Why College? (side numbers 1 and 2)

Cassette Number 2: How to choose and Apply to College (side numbers 1 and 2)

Cassette Number 3: The Chicano Perspective (side numbers 1 and 2)

Achieving Goals Series:
(English and Spanish)

Cassette Number 1: The Judy Baca Story (side numbers 1 and 2)
(Directora de Recreacion)

Cassette Number 2: The Earl Wilcox Story (side numbers 1 and 2)
(Representante de Asamblea de Estado)

Cassette Number 3: The AmyMcKenna Story (side numbers 1 and 2)
(Directora de Escuela Primaria)

Note:

Film Strips For All Cassettes

APPENDIX D

Guest Speakers for 1982-83

Organization	Speakers
ASPIRA - Mayor's Scholarship Program	Thomas Alemany
ASPIRA - Talent Search Program	Eduardo Gamarano
ASPIRA - Leadership Development Program	Franklin Linarea
ASPIRA - Consolidated Youth Employment Program	Miguel Ramos
ASPIRA - Health Careers Program	Nelson Vega
Bronx Center for Career and Occupational Services and Guidance	George Osorio, Elba Sanabria
Chemical Bank - Staff Training Program	Regina Lipscomb
Con Edison - Consumer Education Program	Michael Jefferson
Economic Development Council of New York	Perry Davis
Institute of Design and Construction	John Anselmo
Lehman College - Admissions Counselor Program	Carmine Carrasquillo
Misericordia Hospital	Rita Jones, Carmen Marcano
Montefiore Health Careers Workshop	Jane Oridina/Laura Esposito
New York City Partnership, Inc.	Claudius Johnson
New York Telephone Company - Staff Training Program	Gilbert Rivera
Open Doors - Career Orientation and Guidance	Myra Addington
Project Continue - Family Contact Program	George Siberon
Haytheon Data Systems - Training Program	Helen Kestenbaum

APPENDIX E

Curriculum and Materials Development and Adaptation

CURRICULUM OR MATERIAL	CURRICULUM/MATERIALS					
	Development (✓)	Adaptation (✓)	Completed (✓)	In Process (✓)	Parallel to Mainstream (Y or N)	In Use (Y or N)
CFKR Career Interest Prog.	X	X	55%	X	Y	Y
ACT Career Aptitude Prog.	X	X	55%	X	Y	Y
Social Security Application	X	X	55%	X	Y	Y
Working Paper Certification	X	X	55%	X	Y	Y
Reading/Writing Want Ads	X	X	X		Y	Y
Completing Job Application	X	X	X		N	N
Writing a Business Letter	X	X	X		Y	Y
Conversational Skills	X	X	X		N	N
Listening Skills	X	X	X		N	N
Preparing for Interview	X	X	X		N	N
Field Trip Program	X	X	55%	X	N	N
Part-Time Employment Prog.	X	X	10%	X	N	N
10 Major Job Families with 360 different jobs (Career Exploration)	X	X	55%	X	N	N
ESL Curriculum Development	X	X	55%	X	N	N
Intensive English Cur.Dev.	X	X	55%	X	Y	Y
Mathematics Curric. Devel.	x	x	55%	x	Y	Y
Native Language Arts (Sp)	X	X	55%	X		
Biology Curric. Devel.	X	X	55%	X	Y	Y
Global History Cur. Devel.	X	X	55%	X	Y	Y
American Gov. Cur. Devel.	X	X	55%	X	Y	Y

APPENDIX F

Support services offered to program students (fall and spring)

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					HARDLY	SOMEWHAT	VERY
FAMILY CONTACTS							
· HOME VISITS	Direct contact with parents of students exhibiting serious behavioral problems	Dr. V. Saetta	As needed. This year there were four visits.	English and Spanish			X
· TELEPHONE	Direct contact with parents of students with poor attendance and achievement	Ms. Solano Dr. Saetta	As needed. This year there were 42 calls.	English and Spanish			X X
· MAIL	Parents were mailed letters about school visits and Advisory Committee meetings.	Ms. Solano Dr. Saetta Mr. Capone	Monthly for Council meetings, and twice each term for school visits.	English and Spanish			X X X
· PROGRAM ACTIVITIES	Parents were invited to attend classroom observations and Parental Involvement WS.	Ms. Solano Dr. Saetta	Monthly for Workshop meetings, and once each term for class observations.	English and Spanish			X X X
· SCHOOL ACTIVITIES	Open-School Week visits and Parent Association meetings	Ms. Solano Dr. Saetta Mr. Capone	Open School meetings twice each term, PA meetings once each month	English and Spanish			X X X
PARENT EDUCATION AND TRAINING							
· CLASSES	Parents are invited to attend Evander's Adult Education Center.	Ms. Solano Dr. Saetta	Class are conducted three months in the Fal and three in the Spring.	English and Spanish			X X
· WORKSHOPS	Parents are invited to participate in the Title VII Parent Workshops.	Ms. Solano Dr. Saetta	Workshops are conducted once each month.	English and Spanish			X X
OTHER: (Specify)	Guest Speakers on careers, interest, and aptitude tests. Field Trips to job sites. Part-time Work-Study Program. Work-Readiness Skills Program. AVI film strip and cassette Career Exploration Program.	Ms. Solano and Dr. Saetta arranged for all these programming activities.	22 visits by guests. 10 tests given. 6 field trips by stud. 12 part-time jobs 50 work-readiness lessons 75 AVI film strip and cassette career lessons	All activities were conducted in English and Spanish.			X X X X X X

Support services offered to program students (fall and spring)

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					HARDLY	SOMEWHAT	VERY
COUNSELING							
* ACADEMIC	Bilingual assessment, program development, performance review	Mr. D. Capone	Monthly	Spanish and English			X
* PERSONAL	Family background assessment, parent interview, student interview	Mr. D. Capone	At least once each term, and as needed	Spanish and English			X
* CAREER ORIENTATION	Career interest and aptitude testing, work-readiness skills development and application	Dr. V. Saetta Mr. D. Capone	Six times each month Monthly	Spanish and English Spanish and English			X X
* COLLEGE ADVISEMENT	College entrance requirements, course offerings, financial aid	Dr. V. Saetta Guest Speakers Mr. D. Capone	Once each month Once each month Once each term	Spanish and English Spanish and English Spanish and English			X X X
* INDIVIDUAL	Academic and behavioral evaluation	Mr. D. Capone	Three times each term	Spanish and English			X
* GROUP	High School Diploma Requirements, and selection of elective courses	Mr. D. Capone	Twice each term	Spanish and English			X
REFERRALS							
* IN-SCHOOL	Language assessment, behavior personal and social problems	Mr. D. Capone	As needed	Spanish and English			X
* OUT-OF-SCHOOL	Welfare, housing, parent job placement contacts, child development and caring approaches	Mr. D. Capone Ms. P. Banks Ms. A. Solano	At least once each term, and as needed	Spanish and English		X X X	

APPENDIX G

Staff development activities in school

Strategy	Description(s), Goals, or Titles	No. and Title of Staff Attending	Speaker or Presenter (If applicable)	Frequency or number of sessions	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Pre-service	None						
Dept. meetings (list)	All department meetings will	11 Teachers	Meetings conducted by	1 session per month			X Staff
	include at least one issue	4 Educational Assistants	Title VII Curriculum	for all members			
	related to Bilingual Education	1 Guidance Counselor	Specialist or Department	(1 hour)			
	and Title VII programs.	1 Project Director	Supervisor, or Guests.	Group activity			
Workshops (list)	100% of meetings planned.	11 Teachers	Meetings conducted by	1 session per month			X Staff
	75% staff attend 75% meetings.	4 Educational	Title VII Curriculum	for all members (2 hrs.)			X Staff
	100% Parent Workshop planned.	1 Guidance Counselor	Specialist or Guests.	Group activity	X Parent		
	75% parents attend 75% meetings	1 Project Direcotr			X Parent		
Other Demonstration lessons, Lectures, etc.	Title VII Curriculum Specialist	11 Teachers	Meetings conducted by	One 45 minute session			X Staff
	will domonstrate curriculum	4 Educational Assistants	Title VII Curriculum	per month per teacher			
	development in cooperative	1 Guidance Counselor	Specialist or Guests.	for school year (10			
	work-study and content area.	1 Prject Director		months)			

Staff development activities outside school

Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or presenter (if applicable)	No. and Titles of Staff Attending	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Workshops held outside school (list)	BESIS Reports	Office of Bilingual Ed.	Awilda Orta/G. Melendez	Curriculum Specialist and			X
	Model 5B Allocation Reports	ESL Program	E. Plotkin/C. Faccio	Education Assistant			X
	Consent Decree & LAU Data	LAB Testing Program	Ida Echavarria	attended all meetings.			X
	Writing Title VII Grants	Title VII Projects	C . Faccio/G. Melendez				X
Conferences and symposia (list)	Program Evaluation-Title VII	Office of Bilingual Ed.	Awilda Orta/G. Melendez	Curriculum Specialist and			X
	Cross-Cultural Factors.	Assessment in Biling.Ed,	Dr. Jesse Soriano	Educational Assistant			X
	Complete Bilingual School-NE	P.S. 25 Anniversary	Carmen A. Perez, Chief(SE)	attended all meetings.			X
	Continuation Grants.	Title VII Projects	C.Faccio/ G. Melendez				X
Other	Preparing Title VII Reports	Office of Educational	J. Torres/R. Irizarry	Curriculum Specialist and			X
	at the end of project years.	Evaluation for Bilingual		Educational Assistant			
		Programs.		attended all meetings.			
	Preparing budget modifications	Office of Budget & Rev.	N. Rothenberg				X

APPENDIX H

• BOARD • OF • EDUCATION • OF • THE • CITY • OF • NEW • YORK •

EVANDER CHILDS HIGH SCHOOL
800 East Gun Hill Road
Bronx, N.Y. 10467

Wilbur Klein, Principal

ESEA Title VII (Coop)

Dr. Vincent Saetta
Project Director
Curriculum Specialist
654-3430

Ms. Awilda Solano
Bilingual Education Assistant

BILINGUAL RESOURCE CENTER MATERIALS

I. Instructional Materials:

A. English/ESL:

Key Ideas in English Levels I & III	Harcourt, Brace, Jovanovich
Teaching English as a Second Language & Bilingual Ed.	Light & Osman
Teaching ESL at CUNY	B. Gonzalez
Word Analysis Practice Levels C & B	Harcourt, Brace, Jovanovich
Building English Skills + Teacher's Manual	McDougal and Littell
Handbook of English	Warrener
Complete Courses in English	Dixson
Practical Conversation in English	E.H. Hall
Word Attack	Roberts
Modern American English	R.J. Dixson
Lado Teachers Manual #'s 3,4,5,6,	
Graded Exercises in English (Intermed.)	Dixson
American Folktales I	V.O. Binner
International Folktales I	V.O. Binner
Elementary Reader in English	R.J. Dixson
Easy Reading Selections in English	R.J. Dixson
Heath Handbook of English	H.J. Christ
Reading Comprehension Workshop Level C	Shostack
Successful Practices in Remedial Reading	R.V. Shankman
English for Today	
Tested Topics and Techniques for Improving Writing	Simon Certner
Composition Workshop	Rothstein, Beyer, Napolitano

A. English/ESL Continued:

Comprehensive English	Harold Levine
Building English Skills	McDougal, Littell
Troubleshooter II Reading and Study Skills Books 6 & 7	J. Weinberg
Word Spy	Continental Press
English Skills C	Harcourt, Brace, Jovanovich
Jumbo English Yearbook	Marie Carnelison
Selection for Developing English Language Skills	Finocchiaro, Lavenda
Graded Exercises in English (Adv.)	Dixson
English for International Communication Book 2	Yorkey
Spelling Stumpers	Ideal School Supply Co.
Language Arts Activities for the Independent Work Period	I. Willcox
Everyday English as a Second Language Books 1 & 2	D. Krulick
Reaching For Tomorrow	Abramowitz
Skits in English	M. Hives
How to Take Standardized Tests	Charles Oliver
New World Literature	Halliburton, Minor
English that Works	Scott Foresman
Working with Sounds	Richard A. Boning
Teaching English as a Second Language	Bd. of Educ.
Lado test for Book 3 Spirit Masters	Robert Lado
The Reading Road to Writing	Robert Potter
Reading and Writing Skills for Beginning Level ESL	Bd. of Educ.
ESL for NYC HS Students	Bd. of Educ.
Teaching English as a Second Language (elementary & middle editions)	Bd. of Educ.
Reading and Writing Teaching English (ESL) Part II	Bd. of Educ.
Turning Point-A collection of short biographies	I. Baskin
English Your New Language	Silver Burdett

A. English/ESL Continued:

ESL Education (Lesson Plans for the newspaper in the classroom)	Teacher Trainees of Title VII
Lado Workbook #'s 3,6	R. Lado
Lado Teacher's Manual	R. Lado
Access to English Workbook	Breckenridge
Access to English Workbook book 2	Breckenridge
Learning English as a Second Language	White and Martin
Teaching ESL: Perspectives and Practices	State Education Department
Growing in English Language Skills	Finocchiaro & Lavenda
World English 1 wkbk & 1 manual	Harcourt, Brace, Jovanovich
New Worlds of Literature	Halliburton & Pelkonev
Dictionary of Slang & Unconventional English	E. Partridge
Practice Book for the Regents Competency Test in Reading	S. Kaufman
Bilingual Business Grammar	South-Western Publishing Co.

B. Social Studies:

Historia de la Humanidad books 1 & 2	Roselle
Libro de Consulta (Ciencias Sociales)	S.A. Casals
Historia del Pueblo de los Estados Unidos	Cubero
Exploring American Citizenship	O'Connor & Goldberg
Aventuras en la Historia de los E.U.	Naslurd & Kelly
Nuestro Mundo	Arrechea & Rodrigues
Exploring the Non-Western World	Schwartz & O'Connor
Historia Antigua Y Media	Garcia Ruiz
Historia Moderna y Contemporanea	Garcia Ruiz
Exploring World History	Holt and O'Connor
China - El Reino Medio	Erwin Rosenfeld, Harriet Geller
El Gobierno Federal en Accion	Dr. Leonard W. Ingraham
El Medio Oriente Y Africa del Norte	Rosenfeld and Geller
Historia del Antiguo Continente	Editorial Norma
Historia de la Humanidad # 1, 2	Daniel Roselle

B. Social Studies Continued:

Mi Historia Universal	Martinez and Bartoli
U.S. Government In Action	Dr. Leonard W. Ingraham

C. Science:

La Biologia Humana	Dihigo y Llamos
Biologia Workshop, Books 1, 2	S. Rosen
Science Technology	Drobing, Abrams, Moray
Biologia	J. Oxenhorn
Pathways to Biology	J. Oxenhorn
Bilingual Vocabulary for the Medical Profession	Ralph Escandon

D. Spanish:

El Libro Secondo (Workbook in Spanish 2 years)	Nessi and Bernstein
Workbook in Spanish (First Year)	R.J. Nassi
Primer Libro Workbook	R.J. Nassi
Intercom (wkbk and Teacher's Manual)	American Book Co.
Libro de Consulta	S.A. Casals
Diccionario Moderno Espanol-Ingles English-Spanish	Larousse
University of Chicago, Spanish/English	Castillo, Bond
El Espanol Al Dia book 1	Turk and Allen, Heath and Co.

E. Math:

Regents Competency Workbook	Westsea Publishing Co.
Mathematics in Life (Skills, Consumer & Career Applications) (Topic translations provided by Title VII staff)	Scott, Foresman & Co.
Matematica Vacacional Para el Comercio	Marie Martinka, Cristina Rodriguez

F. Career Education:

All Specialist - prepared materials documented in Title VII files, and in addition for Resource Center use:

Career Exploration Series

DAC-O, IND-O, SCI-O, BIZ-O, CER-O
JOB-O in English and Spanish (1980 edition)

Career Exploration Program Booklets (ACT Series)

English(40 booklets) Spanish(40 booklets)
Translated by Title VII staff

Forms in Your Future a guide to application filing 40 booklets

Dictionary of Occupational Titles	4th Edition '77 U.S. Depart. of Labor
Occupational Outlook Handbook	U.S. Depart. of Labor 1980-81
Exploring Careers	U.S. Depart. of Labor 1979-81
It's Up to You (Language Skills and Strategies for Getting a Job)	Longman, New York
Careers Education in the English Curriculum	Bereau of Curriculum Development Bd. of Ed., NYC
GED: How to Prepare for the High School Equivalency Examination	Contemporary Books, Inc.

For each project year, the production of 120 career exploration lesson plans are located in binders. These lesson plans are written in Spanish and English, and amount to 20 lesson plans for each of the six content area courses for which our students were programmed. There are the same number of lesson plans written for each content area course and focus on textbook unit materials and activities.

II. Instructional Equipment:

1 Film Strip Projector

1 Slide Projector

1 Radio-Cassette Player

1 Record Player

1 16mm Movie Projector

III. Office Equipment:

1 Electric Typewriter
1 Manual Typewriter

IV. References

Language Assessment Manual Designer's Manual Language Skills Framework Vol. I - Oral Language Vol. II - Reading Vol. III - Writing	Resources for Developing a Student Placement System for Bilingual Programs
Administration and Supervision of the Modern Secondary School	Baughman, Anderson, Smith, Wiltse
Bronx Council for the Advocacy of Children and Youth, Inc.	
Careers - Metro Guide User's Handbook	NYC Public Schools
Comparative Analysis of the Organization of the High Schools Fall Term '81,'77	Bd. of Ed., NYC
Evaluative Criteria 4th Edition	National Study of Secondary School Evaluation
Focus on Crisis Prevention Manual For School Administrators and Student Activities Personnel	
Grammatical Structures of English and Spanish	Robert P. Stockwell J. Donald Bowen
Guidance Information System Guide Edition 11	Houghton-Mifflin Co.
Handbook for Assistant Principals Administration and Supervision High Schools	Bd. of Education
Laws Governing Employment of Minors	
OEE - Evaluation Report on Career Exploration Opportunities for Bilingual Students 1981-82	
PPBS and the School New System Promotes Efficiency, Accountability	
Resources and Services Catalog Bronx Center for Career and Occupational Services	NYC Public Schools
School Profiles 1980-81 1976-77	Bd. of Educ., NYC

IV. References Continued:

Sounds of English and Spanish	Stockwell and Bowen
The Handbook for Effective Job Development	
The Jobseeker	Depart. of Labor

V. Supplemental Reading List for Spanish

El Exorcista	Wm P. Blatty
Tiburon	Peter Bechley
La Buena Tierra	Pearl S. Buck
El Diario de Ana Frank	Ana Frank
Nuestro Hombre en la Habana	Graham Greene
El Clan de Arizona	Zane Grey
Caravanes de Heroes	Zane Grey
Las Nieves del Diario Kilimanjaro	Ernest Hemingway
Islas en el Golfo	Ernest Hemingway
Capitanes Intrepidos	Rudyard Kipling
El Americano Feo	Wm. Lederer
Cormillo Blanco	Jack London
Servidumbre Humana-2 Vols.	Somerset Maugham
Moby Dick o la Ballena Blanca	H. Melville
La Cabana del Tio Tom	Beecher-Stowe
Kung-Fu-3-Supersticion	Howard Lee
"1984"	George Orwell
El Imperio Contrataca	Donald R. Glut
Raices	Alex Haley
Marathon Man	Wm Goldman
Topaz	Leon Uris
Serpico	Peter Maas
Aeropuerto	Arthur Hailey
Las Uvas de la Ira	John Steinbeck
No Hay Tiempo Para Morir	Hugh A. Mulligan
90 Minutos de Entebbe	Stevenson y Uri Dan
Campos de Cebollas	Joseph Wambaugh
Adios a Las Armas	Ernest Hemingway
La Sancion del Eiger	Trevanian
Los Canones de Navarone	Alistair Maclean
Papillon	Henri Charriere

V. Supplemental Reading List for Spanish:

Verano del 42	Herman Raucher
La Perla	John Steinbeck
Las Sandalias del Pescador	Morris West
Gloria y Ensueno	Wm Manchester
Amanecer Blanco	James Houston
El Senor de los Anillos	J.R.R. Tolkien
La Vida	Oscar Lewis
Encuentos en la Tercera Fase	Steven Spielberg
Matar Un Ruisenor	Lee Harper
"1939"	Xavier Benguerel
El Triangulo de las Bermudas	Charles Berlitz
El Ultimo Mohicano	Fenimore-Cooper

VI. Supplemental Reading List for Math:

Machine Transcription Word Processing	Wm R. Pasework
Data Entry Activities for the Microcomputer	Bux, Clark
Century 21 Accounting	South-Western Publishing Co.
Automated Accounting for the Microcomputer	Allen - Klooster
Mecanografia Siglo 21	Santiago, Villarongo
Microcomputer Oriented Accounting	Pillsbury, Ripperger
Modern Bookkeeping and Accounting	Miller, Jarvis